



University of Chester Nursery - Warrington Campus

Inspection report for early years provision

Unique Reference Number	EY315211
Inspection date	04 December 2006
Inspector	Joan Isabel Madden
Setting Address	Crab Lane, Warrington, Cheshire, WA2 0DB
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Registered person	University College Chester
Type of inspection	Childcare
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The University of Chester Nursery - Warrington Campus opened in 2006 and is owned and managed by the university. It operates from a single storey building on the Warrington campus of the University of Chester. The accommodation comprises of three main base rooms; baby room, toddler area and pre-school area. There is a separate dining room and a secure outdoor play area. The nursery serves the students and staff of the university and the general public.

A maximum of 48 children may attend the nursery at any one time. There are currently 23 children on roll from four months to three years. Children attend for a variety of sessions.

The group opens five days a week all year round from 08.00 to 18.00. A total of five full-time staff work with the children, all of whom have an early years qualification. The manager has a National Vocational Qualification Level 4 in childcare and is working towards a Level 6. The setting receives support from Warrington Sure Start Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Satisfactory procedures are followed by staff to protect the children from illness and infection. The nursery is clean, however staff are unable to demonstrate that they conform to environmental health and food safety regulations. Babies have clean bedding when they are put down for a sleep and tissues are used to wipe runny noses. Children follow sensible health and hygiene practices; they wash their hands before handling food, and as part of the toileting routine. There is an appropriate procedure in place for changing nappies, however there are occasional lapses when staff do not strictly adhere to this. Children are treated appropriately for minor injuries, as staff are appropriately qualified in first aid and there are fully stocked first aid boxes within the nursery. Documentation relating to accidents and medication is appropriately maintained, helping to underpin sensible procedures that are followed in the event of an incident.

Children benefit from plentiful and nutritious lunches and snacks that are prepared in the university kitchens and brought across to the nursery. Staff who serve the food and prepare the babies' feed have gained food hygiene certificates. Water is available to all the children throughout the day helping them to appreciate the healthy way to remain hydrated. Children have their health and dietary needs met because the staff work well with parents. Their dietary requirements are recorded onto their personal records and lists are kept in the base rooms and in the kitchen. A separate list is held in the kitchen for the babies' requirements to ensure they receive appropriately prepared food to suit their stage of development.

Daily routines include activities to help children develop physical skills, widen their boundaries, and develop a healthy lifestyle. Children have good opportunities to play outside in the outdoor area. They are able to run freely and negotiate space. They enjoy climbing on the climbing frame and peddling around on tricycles, however this equipment does not sufficiently challenge the older more able children. Children enjoy going out for walks helping them to develop a healthy lifestyle and learn about the world around them. Babies and toddlers are able to rest and sleep according to their needs. There are examples of children developing their self-help skills as they are encouraged to feed themselves where appropriate and to put on their own coats.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children feel welcome in clean, nicely decorated premises which are presentable and suitable for the purpose. There is a parents' information board at the entrance, helping the children and their families feel welcome and a sense of belonging. The three main rooms offer plenty of space to the children and are bright and stimulating. They are used appropriately to meet the children's needs to ensure they experience an acceptable range of activities.

Children have easy access to a wide range of balanced resources, although there are limited mark making resources. Staff take extra measures to ensure children can make use of toys and

equipment. For example, they provide toddlers with a step to enable them to reach the painting easel. Equipment is appropriately maintained, safe and clean helping to protect children's well-being. The nursery is equipped with suitable furniture of appropriate size and good quality. The care of the babies is underpinned by sufficient and high quality baby equipment including buggies, cots, prams and chairs.

There are good processes in place to keep children safe. These include comprehensive risk assessments to ensure safety of the premises is checked on a regular basis. Premises are secure both indoors and outdoors with a tight entry security system in place. Staff maintain a vigilant overview of the rooms to monitor children's behaviour and movements.

In the main, children are protected because the Safeguarding Officer has a sound understanding of her role in child protection and is able to put appropriate procedures into practice when necessary. However, this is not the case for the remainder of the staff and this compromises the children's safety in the event of the Safeguarding Officer being absent.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled. They are greeted as they arrive and made to feel welcome. Staff are positive role models; they are conscientious, calm and consistent. Staff praise and encourage the children successfully promoting good behaviour. Children happily take part in a wide range of activities and play well together. They enjoy painting, playing in the sand and the ball pool, drawing, taking part in imaginative play and playing on wheeled toys. Through sharing stories, songs and rhymes they are exploring and experimenting with sounds. Children listen well to stories and answer questions appropriately following the story. They are appropriately introduced to naming colours and counting objects, as when playing in the sand they are challenged to find a certain number of objects.

Staff have introduced the 'Birth to three matters' framework and the children take part in many activities that provide them with opportunities to develop. However, staff lack knowledge and confidence in linking planning and assessments to the framework. This results in general learning outcomes and extension activities not being consistently identified in activities and children's progress not being comprehensively recorded.

Helping children make a positive contribution

The provision is satisfactory.

Staff demonstrate a sound awareness of equal opportunities and special needs issues. Babies follow their own routines to ensure their individual needs are met. Staff are interested in what the children have to say, making them feel secure and a sense of belonging. They gain an awareness of the cultures and beliefs of others, as they celebrate different festivals, however there are insufficient resources that reflect equal opportunities, helping children to gain a wider view of the world.

The children are well behaved and are learning about turn taking and sharing. Staff adopt a calm and consistent approach, having a secure knowledge of how to promote positive behaviour.

This helps the children to understand responsible behaviour and work harmoniously with one another. There are sound relationships throughout the nursery.

Children benefit from the positive partnership staff have developed with parents, who work hard with parents to meet individual children's needs and ensure they are included fully in the life of the setting. Parents are provided with sufficient information about the setting and its provision through display boards, policies and procedures. A daily diary is completed on the children and shared with parents informing them of events in their children's day. This helps to provide continuity of care for the children. However, insufficient information on the children's progress in relation to the 'Birth to three matters' framework is shared with parents to keep them informed of their children's overall progress.

Organisation

The organisation is good.

Staff have a good understanding of the conditions of their registration and how to meet the standards. They have a secure knowledge of how to vet staff to ensure that children are well protected. Group sizes, a key worker system and staff deployment contribute to children's health, safety, enjoyment, achievement and ability to take an active part in the setting. Records, policies and procedures work in practice to underpin the care of the children. Children follow a sensible routine that includes a free-play session, snacks, adult-led activity, singing and story time. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- demonstrate that the premises conform to environmental health and food safety regulations
- ensure staff are aware of the policy for safeguarding children from abuse or neglect and are able to implement the procedures in the absence of the designated member of staff
- develop planning by identifying learning outcomes and extension activities for the children
- develop assessments by evaluating observations and charting children's progress in relation to the 'Birth to three matters' framework
- build up resources that help children understand that people have different needs, views, cultures and beliefs that need to be treated with respect.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk